DOCUMENT RESUME

ED 415 200 SP 037 707

TITLE	Wisconsin's Model Academic Standards for Physical Education.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
ISBN	ISBN-1-57337-055-X
PUB DATE	1997-00-00
NOTE	22p.; Photographs may not reproduce clearly.
AVAILABLE FROM	Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179; phone 800-243-8782 (Bulletin No. 98304).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Communication Skills; *Comprehensive School Health Education; Critical Thinking; *Educational Quality; Elementary Secondary Education; Health Promotion; *Physical Education; Problem Solving; Program Development; Public Education; State Boards of Education; *State Standards; *Student Educational Objectives
IDENTIFIERS	*Wisconsin

ABSTRACT

Wisconsin's Department of Public Instruction, in collaboration with Wisconsin citizens, developed academic standards in 12 curricular areas. The physical education standards go beyond emphasizing mastery of individual student areas--they weave five essential characteristics of literate individuals throughout: application of the basics, ability to think, skill in communication, production of quality work, and connections with community. The seven focus areas for physical education standards are: (1) exhibiting a physically active lifestyle; (2) demonstrating competency in many forms of movement and proficiency in some; (3) applying concepts and principles of movement to the learning and development of physical skills; (4) understanding that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction; (5) achieving and maintaining a health-enhancing level of physical fitness; (6) demonstrating responsible personal and social behavior in physical activity settings; and (7) demonstrating understanding and respect for differences among people in physical activity settings. Content and performance standards are detailed for grades 4, 8, and 12. (SM)

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Wisconsin's Model Academic Standards for Physical Education

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This publication is available from

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee WI 53293-0179
(800) 243-8782

Bulletin No. 98304

ISBN 1-57337-055-X

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Table of Contents

Foreword v

Acknowledgments vi

Introduction vii

Overview of Physical Education 1

A: Leading an Active Lifestyle 2

B: Physical Skill Development 4

C: Learning Skills 6

D: Understanding Physical Activity and Well Being 6

E: Health-enhancing Fitness 8

F: Respectful Behavior 8

G: Understanding Diversity 10

Foreword

The past two years have been exciting for everyone at the Department of Public Instruction (DPI) as Wisconsin citizens became involved in the development of challenging academic standards in 12 curricular areas. We are now completing one of the most important educational planning efforts in the history of our state. Never before has there been greater discussion about education and what our students should know and be able to do before they graduate from high school.

Effective schools research tells us that one of the most important elements in improving the results of education is being clear about standards. Having clear standards for students and teachers makes it possible to develop rigorous local curricula and valid and reliable assessments. The data from such assessments tells us where we need to place our emphasis as we improve teaching and learning. Being sure that the entire community has input into academic standards is essential if everyone is to have ownership in the education of our students. We are proud that we have developed challenging academic standards not only in the areas traditionally associated with large-scale state and district assessment, but also in subjects where assessment takes place primarily in the classroom.

We believe that these standards will greatly assist parents and educators in preparing students for the twenty-first century. Although Wisconsin has traditionally led the nation in educational excellence, clear statements about what students should know and be able to do are necessary to maintain this strong tradition. My thanks to those of you in all walks of life who have contributed to this important effort.

John T. Benson
State Superintendent

Acknowledgments

Wisconsin's Model Academic Standards would not have been possible without the efforts of many people. Members of the task force freely gave their time and expertise in developing the academic standards. In addition, their employing agencies generously granted them time to work on this initiative. The task force members are

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Special thanks to Greg Doyle, Director of the Education Information Services Team, Donna Collingwood, Gail Endres, Amy French, Robin Gee, Victoria Horn, and Jill Ness for their valuable contributions to this publication. Their talents and assistance are sincerely appreciated.

Introduction

Defining the Academic Standards

What are academic standards? Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

- Content standards refer to *what* students should know and be able to do.
- Performance standards tell *how* students will show that they are meeting a standard.
- Proficiency standards indicate *how well* students must perform.

Why are academic standards necessary? Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit. Without clear goals, students may be unmotivated and confused.

Contemporary society is placing immense academic demands on students. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success.

Why are state-level academic standards important? Public education is a state responsibility. The state superintendent and legislature must ensure that all children have equal access to high quality educational programs. At a minimum, this requires clear statements of what all children in the state should know and be able to do as well as evidence that students are meeting these expectations. Furthermore, academic standards form a sound basis on which to establish the content of a statewide assessment system.

Why does Wisconsin need its own academic standards? Historically, the citizens of Wisconsin are very serious and thoughtful about education. They expect and receive very high performance from their schools. While educational needs may be similar among states, values differ. Standards should reflect the collective values of the citizens and be tailored to prepare young people for economic opportunities that exist in Wisconsin, the nation, and the world.

Developing the Academic Standards

How were Wisconsin's model academic standards developed? Citizens throughout the state developed the academic standards. The first phase involved educators, parents, board of education members, and business and industry people who produced preliminary content and performance standards in 12 subjects including English language arts, mathematics, science, social studies, visual arts, music, theatre, dance, family and consumer education, foreign language, health education, and physical education. These standards are benchmarked to the end of grades 4, 8, and 12.

The next step required public input aimed at getting information to revise and improve the preliminary standards. This effort included forums and focus groups held throughout the state. The state superintendent used extensive media exposure, including telecommunications through the DPI home page, to ensure the widest possible awareness and participation in standards development.

Each subject had at least two drafts taken to the general public for their review. All comments received serious consideration. Based on this input, the standards were revised to reflect the values of Wisconsin's citizens.

Who wrote the academic standards and what resources were used? Each subject area's academic standards were drafted by teams of educators, parents, board of education members, and business and industry people that were sub-groups of larger task forces. This work was done after reviewing national

standards in the subject area, standards from other states, standards from local Wisconsin school districts, and standards developed by special groups like the nationwide New Standards Project.

How was the public involved in the standards process? The DPI was involved in extensive public engagement activities to gather citizen input on the first two drafts of the academic standards. Over 19 focus group sessions, 16 community forums, and more than 450 presentations at conferences, conventions, and workshops were held. More than 500,000 paper copies of the standards tabloids have been distributed across the state in addition to more than 4,000 citizen visits to the standards on the DPI web page. Input from these activities, along with more than 90 reviews by state and national organizations, provided the writers with feedback on Wisconsin's model academic standards.

Will academic standards be developed in areas other than the 12 areas listed above? Yes, currently the DPI has convened five task forces to begin development of academic standards in agriculture, business, environmental education, marketing, and technology education. Task force members include educators, parents, school board members, and representatives of business and industry. These academic standards will be completed by the start of the 1998-99 school year.

Using the Academic Standards

How will local districts use the academic standards? Adopting these standards is voluntary, not mandatory. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. In some cases, this may result in significant changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the difference between academic standards and curriculum? Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

What is the link between statewide academic standards and statewide testing? Statewide academic standards in mathematics, English language arts, science, and social studies determine the scope of statewide testing. While these standards are much broader in content than any single Wisconsin Student Assessment System (WSAS) test, they do describe the range of knowledge and skills that may appear on the tests. If content does not appear in the academic standards, it will not be part of a WSAS test. The statewide standards clarify what must be studied to prepare for WSAS tests. If students have learned all of the material indicated by the standards in the assessed content areas, they should do very well on the state tests.

Relating the Academic Standards to All Students

Parents and educators of students with disabilities, with limited English proficiency (LEP), and with accelerated needs may ask why academic standards are important for their students. Academic standards serve as a valuable basis for establishing meaningful goals as part of each student's developmental progress and demonstration of proficiency. The clarity of academic standards provides meaningful, concrete goals for the achievement of students with exceptional education needs (EEN), LEP, and accelerated needs consistent with all other students.

Academic standards may serve as the foundation for individualized programming decisions for students with EEN, LEP, and accelerated needs. While the vast majority of students with EEN and LEP should be expected to work toward and achieve these standards, accommodations and modifications to help these students reach the achievement goals will need to be individually identified and implemented. For students with EEN, these decisions are made as part of their individualized education program (IEP) plans. Accelerated students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Clearly, these academic standards are for all students. As our state assessments are aligned with these standards and school districts adopt, adapt, or develop their own standards and multiple measures for determining proficiencies of students, greater accountability for the progress of all students can be assured. In Wisconsin this means all students reaching their full individual potential, every school being accountable, every parent a welcomed partner, every community supportive, and no excuses.

Applying the Academic Standards Across the Curriculum

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem solving, and decision making. These areas connect or go beyond the mastery of individual subject areas. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of an educated person.

Community members need these skills to function as responsible citizens. Employers prize those employees who demonstrate these skills because they are people who can continue learning and connect what they have learned to the requirements of a job. College and university faculty recognize the need for these skills as the means of developing the level of understanding that separates the expert from the beginner.

Teachers in every class should expect and encourage the development of these shared applications, both to promote the learning of the subject content and to extend learning across the curriculum. These applications fall into five general categories:

1) **Application of the Basics**

2) **Ability to Think**
   - — Problem solving
   - — Informed decision making
   - — Systems thinking
   - — Critical, creative, and analytical thinking
   - — Imagining places, times, and situations different from one's own
   - — Developing and testing a hypothesis
   - — Transferring learning to new situations

3) **Skill in Communication**
   - — Constructing and defending an argument
   - — Working effectively in groups
   - — Communicating plans and processes for reaching goals
   - — Receiving and acting on instructions, plans, and models
   - — Communicating with a variety of tools and skills

4) **Production of Quality Work**
   - — Acquiring and using information
   - — Creating quality products and performances
   - — Revising products and performances
   - — Developing and pursuing positive goals

5) **Connections with Community**
   - — Recognizing and acting on responsibilities as a citizen
   - — Preparing for work and lifelong learning
   - — Contributing to the aesthetic and cultural life of the community
   - — Seeing oneself and one's community within the state, nation, and world
   - — Contributing and adapting to scientific and technological change

Overview of Physical Education

Physical educators throughout Wisconsin are responsible for helping children and youth acquire the knowledge, skills, and self-confidence they need to participate in a wide variety of physical activities during their school years and beyond. The Wisconsin physical education standards were developed from the National Standards for Physical Education and are designed to describe what students should know and be able to do as a result of instruction in school. The standards also provide a guide for preservice preparation and continuing education of physical education teachers and elementary teachers who frequently are called upon to provide some physical education activities.

Educators can help motivate students to make a commitment to be physically active by aligning instruction with these standards for physical education and creating curriculum and activities designed to instill within students a desire to be active for life. A comprehensive, developmentally appropriate pre-kindergarten through grade 12 program includes promotion of physical activity among youth and motivation to pursue lifelong active participation which ensures optimal quality of life.

The research is clear. People who are physically active on a regular basis are healthier than those who are not. However, despite numerous studies linking a sedentary lifestyle to health problems such as heart disease, high blood pressure, and obesity, the 1996 Surgeon General's Report indicates that more than half of American youth ages 12 to 21 are not vigorously active on a regular basis. In addition, participation in all types of physical activity declines strikingly as age or grade in school increases. This should be a critical challenge especially to all middle and high school physical educators. They must play a key role in reversing this trend by designing programs that:

- teach students motor skills necessary to participate in a wide variety of physical activities
- help students understand the link between physical activity and good health
- convince even the least athletic students that physical activity has the immediate benefits of reducing stress, building self-esteem, and controlling weight, as well as being fun and inexpensive.

In the spring of 1997 the Centers for Disease Control and Prevention (CDC) published "Guidelines for School and Community Programs—Promoting Lifelong Physical Activity." These guidelines along with the Surgeon General's Report of 1996 emphasize the need for physical education programs that stress enjoyable participation in lifetime physical activities such as walking, biking, and dancing, not just the traditional competitive sports. The Wisconsin physical education standards are the foundation to build meaningful physical education experiences for all students.

A: Leading an Active Lifestyle

CONTENT STANDARD

Students in Wisconsin will exhibit a physically active lifestyle.

Rationale: The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard connects what is done in physical education classes with the lives of students outside of physical education. Activities, games, and sports provide for healthful relief from stress and an enjoyable use of leisure time. Positive experiences in these activities provide motivation to develop and maintain a healthy, physically-active lifestyle.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

A1: select and participate regularly in physical activities for the purpose of improving skills and maintaining good health

A2: describe healthful benefits that result from regular physical activity

A3: identify several moderate to vigorous physical activities that provide personal pleasure

BY THE END OF GRADE 8 STUDENTS WILL:

A1: establish personal physical activity goals

A2: participate at least three times a week in physical activities that contribute to the attainment of and maintenance of personal physical activity goals

A3: explore personal interests in a variety of new physical activities both in and out of the physical education class.

A4: describe the relationship between a healthy lifestyle and simply "feeling good"

BY THE END OF GRADE 12 STUDENTS WILL:

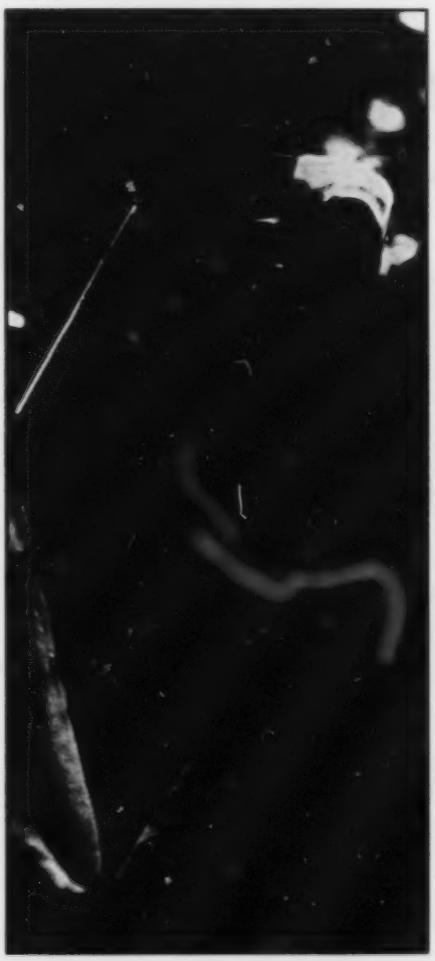
A1: participate regularly in health-enhancing fitness activities such as games, sports, dance, outdoor pursuits, and other physical activities that contribute to the maintenance of wellness, independent of class requirements

A2: understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span

A3: maintain and improve physical fitness, motor skills and knowledge about physical activity through charting or journalizing improvement over time

A4: accurately evaluate physical activity information, products, and services to become an informed and responsible physical activity consumer

A5: design and implement a personal fitness program



B: Physical Skill Development

CONTENT STANDARD

Students in Wisconsin will demonstrate competency in many forms of movement and proficiency in some.

Rationale: The intent of this standard is the development of competence in movement. Movement is the foundation of many everyday work tasks and the play skills of children. It is also a prerequisite to successful participation in leisure activities, recreational programs, and sports. Basic movement skills are related to academic performance, cognitive development, and social development especially during childhood. Proper technique in fundamental movement skills positively influences students' personal attitudes toward physical activity. Learning what the body can do enhances students' ability to use movement as a form of expression and communication.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

B1: demonstrate progress toward the mature form of all locomotor (movement) patterns and selected manipulative and nonlocomotor skills such as throwing, catching, and kicking

B2: adapt a physical skill to the demands of a dynamic unpredictable environment such as balancing with control on a variety of objects (balance board, large apparatus, skates)

B3: acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving receiver or jumping and landing for height/distance using mature form

B4: apply combined movement skills in a variety of settings such as developing and refining a creative dance sequence into repeatable patterns

BY THE END OF GRADE 8 STUDENTS WILL:

B1: demonstrate competence in modified versions of movement forms such as performing in a variety of simple folk and square dances

B2: develop beginning strategies for competitive and noncompetitive games such as using basic offensive and defensive strategies in a modified version of a team sport

B3: demonstrate increasing competence in more advanced specialized physical skills

B4: explain how people can enjoy an activity if they are not gifted athletes

BY THE END OF GRADE 12 STUDENTS WILL:

B1: demonstrate competence (basic skills, strategies, and rules) in an increasing number of more complex versions of different types of movement forms such as aquatics, team sports, individual and dual sports, outdoor activities, self-defense, dance, and gymnastics

B2: demonstrate competence and work toward advanced proficiency in selected activities such as participating in a tennis match using all the basic skills, rules and strategies with some consistency; passing the Red Cross intermediate swimming requirement; getting nine out of ten arrows in the target from 40 feet; using advanced offensive and defensive shots in a racquetball game against an opponent of similar skill

PHYSICAL EDUCATION

C: Learning Skills

CONTENT STANDARD

Students in Wisconsin will apply concepts and principles of movement to the learning and development of physical skills.

Rationale: The intent of this standard is for the student to understand and apply concepts of physical movement, training, and sports psychology that affect physical performance. Knowledge and application of these concepts enhance the likelihood of independent learning and, therefore, more regular and effective participation in physical activity.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

C1: work on improving personal performance in fundamental and selected specialized motor skills such as throwing, catching, running

C2: use critical elements of fundamental and specialized movement skills to provide feedback to others such as accurately recognizing the critical elements of a throw made by a fellow student and providing positive feedback to that student

C3: recognize and apply concepts that affect the equality of increasingly complex movement performance, such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip

C4: identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance

PHYSICAL EDUCATION

D: Understanding Physical Activity and Well Being

CONTENT STANDARD

Students in Wisconsin will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Rationale: The intent of this standard is to develop the awareness that physical activity provides positive benefits. Physical activity offers opportunities for positive self-expression, social interaction, group membership, and meeting challenges. All of these activities encourage students to continue lifelong personal enjoyment of physical activities.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

D1: experience positive feelings as a result of involvement in physical activity

D2: learn to enjoy practicing activities to increase skill competence

D3: celebrate personal successes and achievements as well as those of others

D4: use physical activity as a means of selfexpression

BY THE END OF GRADE 8 STUDENTS WILL:

C1: understand and apply more advanced movement and game strategies such as explaining and demonstrating strategies involved in playing tennis doubles

C2: identify critical elements of more advanced movement skills such as a racing start in free style swimming

C3: identify and apply principles of practice and conditioning to enhance performance such as understanding that conditioning will allow one to play for longer periods of time without fatigue

C4: identify the characteristics of highly skilled performance in movement forms, such as describing the characteristics that enable success in passing and spiking after observing a team of skillful volleyball players

C5: understand and apply advanced, discipline-specific knowledge to various movement forms such as understanding how to lead or follow a partner while dancing

BY THE END OF GRADE 12 STUDENTS WILL:

C1: know and understand pertinent, scientifically-based information regarding movement performance such as the overload principle

C2: independently apply advanced, movement-specific information

C3: integrate discipline-specific knowledge to enable the independent learning of movement skills such as designing a long-term plan for self-improvement in a movement activity and explaining the relationship of physical, emotional and cognitive factors that influence the rate of movement

C4: identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance

BY THE END OF GRADE 8 STUDENTS WILL:

D1: feel satisfaction when engaging in physical activity

D2: recognize the social benefits of participation in physical activity such as the joy of participating with a team and sensing team fulfillment

D3: enjoy learning new activities

D4: recognize physical activity as a vehicle for self-expression

BY THE END OF GRADE 12 STUDENTS WILL:

D1: derive pleasure from participating in physical activities in competitive and recreational settings

D2: pursue new activities both alone and with others

D3: recognize the strengths and weaknesses of teammates and provide opportunities for everyone to enjoy success within skill limitations

D4: enter competition or activity voluntarily

PHYSICAL EDUCATION

E: Health-enhancing Fitness

CONTENT STANDARD

Students in Wisconsin will achieve and maintain a health-enhancing level of physical fitness.

Rationale: The intent of this standard is student achievement of a health-enhancing level of fitness. This level of fitness facilitates normal growth and development as well as delays the aging process. It allows individuals to adapt to stress and meet the demands of daily living by increasing energy levels. Achievement of a health-enhancing level of fitness is a proactive alternative to rising health-care costs; it reduces the risk of injury, cardiovascular disease, and health risks related to a sedentary lifestyle.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

E1: identify several activities related to each component of physical fitness such as development of muscular strength

E2: associate results of fitness testing to personal health status and the ability to perform various activities such as maintaining continuous aerobic activity for a specified time and/or activity and supporting, lifting, and controlling body weight in a variety of activities

E3: describe personal strengths and weaknesses and elevate the weaknesses to strengths

PHYSICAL EDUCATION

F: Respectful Behavior

CONTENT STANDARD

Students in Wisconsin will demonstrate responsible personal and social behavior in physical-activity settings.

Rationale: The intent of this standard is for students to demonstrate responsible social behaviors that promote personal and group success in physical activity. Social responsibilities include attention to safe practices, rules, and procedures; etiquette; cooperation; teamwork; ethics; and respectful, positive social interaction.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

F1: follow activity-specific rules, procedures, and etiquette with little or no reinforcement

F2: utilize safety principles in activity situations

F3: work productively with a partner to improve skills, for example improve the overhand throw pattern for distance by using the critical elements of the process

F4: work independently and "on task" for short periods of time

F5: accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others

18

BY THE END OF GRADE 8 STUDENTS WILL:

E1: participate in a variety of health-related activities in both school and non-school settings in order to maintain a record of moderate to vigorous physical activity

E2: assess physiological indicators of exercise such as pulse rate during and after physical activity

E3: understand and apply basic principles of training to improve physical fitness such as various weight training techniques

E4: meet health-related fitness standards

E5: begin to design personal health-related fitness programs based on an accurately assessed fitness profile, for example, engage in physical activity at the target heart rate for a minimum of 30 minutes at least 3 times a week outside of the physical education class

BY THE END OF GRADE 12 STUDENTS WILL:

E1: monitor exercise and other behaviors related to health-related fitness

E2: maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle

E3: assess personal health-related fitness status

E4: continue meeting health-related fitness standards

E5: use the results of fitness assessments to guide changes in personal program of physical activity

BY THE END OF GRADE 8 STUDENTS WILL:

F1: identify positive and negative peer influence

F2: solve problems by analyzing causes and potential solutions

F3: make choices based on the safety of self and others

F4: consider the consequences when confronted with a behavior choice

F5: resolve interpersonal conflicts with a sensitivity to rights and feeling of others; find positive ways to exert independence

F6: work cooperatively with a group to achieve group goals in competitive as well as cooperative settings

BY THE END OF GRADE 12 STUDENTS WILL:

F1: apply rules, procedures, and etiquette in all physical-activity settings

F2: act independently of peer pressure

F3: defuse potential conflicts by communicating with other participants

F4: keep in perspective the importance of winning and losing relative to other established goals of participation

F5: take appropriate leadership or supportive roles in activities

F6: create a safe environment for their own skill practice and group activities

F7: set personal goals for activity and work toward their achievement

G: Understanding Diversity

CONTENT STANDARD

Students in Wisconsin will demonstrate understanding and respect for differences among people in physical-activity settings.

Rationale: The intent of this standard is the development of the students' respect and appreciation for individual similarities and differences through positive interaction between participants in physical activity. Similarities and differences may include physical ability, culture, ethnicity, physical characteristics (such as strength, size, and shape), gender, race, and socio-economic status.

PERFORMANCE STANDARDS

BY THE END OF GRADE 4 STUDENTS WILL:

G1: explore cultural and ethnic self-awareness through participation in physical activity

G2: demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior

G3: indicate respect for persons from different backgrounds and the cultural significance as they contribute to various games, dances, and physical activities

BY THE END OF GRADE 8 STUDENTS WILL:

G1: recognize the role of sports, games, and dance in modern culture

G2: identify behaviors that are supportive and inclusive in physical-activity settings

G3: display sensitivity to the feelings of others during interpersonal interactions

G4: respect the physical and performance limitations of self and others

BY THE END OF GRADE 12 STUDENTS WILL:

G1: recognize the value of sports and physical activity in understanding multiculturalism

G2: invite students of both genders and various ethnic backgrounds and those with exceptional needs to join in personally enjoyable physical activities

G3: display a willingness to experiment with the sport and activity of other cultures

G4: develop strategies for including persons of diverse backgrounds and abilities in physical activity

G5: recognize how participation in physical activity influences appreciation for people of both genders, varying cultures and ethnic groups, and those with various levels of physical ability or disability

NOTES